COMMONWEALTH of VIRGINIA

DEPARTMENT OF EDUCATION
P.O. BOX 2120
RICHMOND 23218-2120

December 20, 2007

TO: Local and Regional Adult Education Program Managers

FROM: Elizabeth Hawa, Director
             Office of Adult Education and Literacy

SUBJECT: Clarification and Guidance – Universal Student Profile Document and Assessment
             Policy

General Information
        The following clarification and guidance document has been developed in response to
feedback from practitioners during the regional workshops in September 2007, and the program
managers meeting in November 2007. This document references the usage and implementation
schedule of the Universal Student Profile Document (USPD), along with the post-test time frame
waiver segment of the *Assessment Policy for Virginia Adult Education and Literacy Programs*
(expanded and revised August 20, 2007). Please pay particular attention to the "Form Usage"
section that begins on page 1 of the document, in which the collection and reporting of student
information, beyond that required for the student intake form and learning plan, are addressed.

        Programs are encouraged to maintain this additional clarification and guidance with the
assessment policy. The processes described are for immediate implementation.

Inquiries
        For questions regarding this additional clarification and guidance, please contact Shannon
Beasley, specialist, OAEL, via e-mail at Shannon.Beasley@doe.virginia.gov or telephone (804)
371-7852.

EMH/slb

Implementation Schedule

All funded programs should begin implementation of the USPD, pages 1 and 2, at the next opportunity to register new learners for fiscal year (FY) 2007-2008. Additional guidance for pages 3 and 4 is provided in the following sections. It is recommended that the form be piloted with a group of learners before system-wide implementation. The Office of Adult Education and Literacy (OAEL) anticipates that a majority of programs will begin implementation of the USPD beginning in January 2008. Beginning July 1, 2008, all programs must use the USPD, pages 1 and 2, for all learners who will be reported into the National Reporting System Web-based data system.

Release of Information

The release of information statement must be signed by all learners reported to the National Reporting System Web-based data system. Consider the following for additional clarification regarding the completion of the form by the learner.

- Signing this statement indicates that the learner agrees to the release of all data entered on the form, regardless of whether the information is required.
- All fields in bold with an asterisk (required by the NRS and state) must be completed by the learner to participate in a federal- or state-sponsored program and to be reported for NRS purposes.
- A social security number is <u>not</u> required from participants.
- Program staff should <u>not</u> complete any information unanswered by the learner.

It is the responsibility of the program to assist the learner in understanding why he/she is signing the document. Consider the following for additional clarification regarding the use of the information provided by the learner.

- All learner data are provided to the federal government in aggregate form only, not as individual records.
- Individual records may only be provided to other state agencies with approval by the Virginia Attorney General's Office, or as required by the Code of Virginia.
- Learner data are stored on secure servers at the state level.

Form Usage

Many programs have developed their own forms for tracking and reporting learner assessments and attendance information. The following two sections address assessment information and attendance. OAEL provides alternatives for using and maintaining pages 3 and 4 of the USPD. All programs are required to maintain reporting documentation, including original answer sheets, for five years after the completion of the grant.

While some programs may be required by other funders to collect student information during intake beyond the scope of the questions on pages 1 and 2 of the USPD, any additional information must be gathered and recorded on a separate form or forms. The integrity of pages 1 and 2 of the USPD may not be altered or compromised in any way.

Student Assessment Information (page 3)

Programs generally maintain records at either the individual learner level or at the class level. Local programs must consider how assessments are administered and how records are maintained when collecting, maintaining, and reporting learner assessments.

Print-Based Assessments
If an assessment is administered in a print-based format, the following stipulations apply.

- The original answer sheet, including each subject area, must be collected for reporting the assessment results.
- At a minimum, the original answer sheet must have:
    - the learner's name;
    - the date the assessment was administered;
    - the form and level, if applicable;
    - pre- or post-test;
    - waiver granted (post-test only, if applicable);
    - accommodations used; and
    - the scale score.
- The original answer sheet must be maintained either in the learner's master record or as part of a class-level record.

Computer-Based Assessments
If an assessment is administered in a computer-based format, the following stipulations apply.

- A summary report either for an individual learner, or at the class level for multiple learners, must be collected for reporting the assessment results.
- At a minimum, the summary report must indicate for each learner:
    - name;
    - dates of assessments;
    - the form and level, if applicable;
    - pre- or post-test;
    - waiver granted (post-test only, if applicable);
    - accommodations used; and
    - the scale scores.
- The summary report must be maintained either in the learner's master record, or as part of a class-level record.

Programs are encouraged to maintain regular electronic back-up copies of all individual learner or summary report data.

Student Class Enrollment and Attendance Information *(page 4)*

Programs have the following two options for collecting, maintaining, and reporting learner attendance.

Option 1
Use of the state form is recommended for programs that collect, maintain, and report individual learner attendance.

- Hours per class should be identified on the form per date of attendance.
- If a learner attends multiple classes on a given date, the total number of instructional hours for all classes should be reported for that date.
- This form should be maintained in the learner's master record.
- Attendance may continue to be reported on a monthly basis.

Option 2
For programs that collect, maintain, and report learner attendance on a class level, all attendance records must be maintained by class.

- A monthly report tracking attendance per learner enrolled must provide attendance by date with total attendance hours for the month.
- At the completion of the class, a summary of attendance hours for each month must be completed for all learners enrolled in the class.
- The monthly attendance reports and summary report must be maintained with the class record.
- Attendance may continue to be reported on a monthly basis.

ASSESSMENT POLICY

Post-test Time Frame Waiver Application (pages 12-13)

In FY 2007-2008, many programs have planned class schedules based on the 2003 *Assessment and Reporting Policy,* which provided an option to post-test after 40-60 hours of instruction. Additionally, many programs have made an effort to post-test anyone who may be exiting the program before the original 40-60 hours time frame. In the new policy, programs must adhere to the time frames prescribed per assessment. These time frames have either been identified by the test publishers' administration guidelines, or have been further defined by the United States Department of Education (USED) in its guidance to states for developing an assessment policy. For additional information related to state policy guidance visit: http://www.nrsweb.org/foundations/related_documents.aspx, and select the document labeled *State Assessment Policy Guidance*.

Learners may demonstrate progress and potentially make educational gains before the post-test time frame requirement. Programs have two options to waive the post-test time requirement.

- The first option is based on teacher judgment.
- The second option addresses learners who may be within five hours of the post-test time frame but are not in a position to complete the required number of attendance hours due to specific circumstances.

In either case, the reason for exercising the option should be documented.

> Special Consideration: Fast Track
> In a true fast-track class, most or all of the learners will require a waiver to the post-test time frame. Local programs are not required to administer a post-test for any learner who begins the fiscal year at the Adult Secondary High (ASE High) level. While programs may choose to do this, because it affects pre- and post-test percentages, passing the GED tests serves as a post-test for ASE High only. All other learners must be post-tested to demonstrate educational gain.

Post-test Time Frame Waiver Reporting

Waivers must be reported in the NRS Web-based data system. This function will be available in January 2008. Local programs are encouraged, but not required, to maintain a log of all waivers with the justifications within the student master file or a class file. At the current time, OAEL anticipates allowing all waivers for the balance of FY 2007-2008.

Program Planning

Beginning with FY 2008-2009, all funded programs must begin scheduling classes or providing services to learners that provide enough intensity and duration to reduce the need to use a waiver for post-testing. Programs must consider the assessment(s) in use and plan schedules for traditional classes that meet the post-test time frame requirement. Many programs may consider supplementing traditional instruction with distance education to reach the minimum number of hours for post-testing. Additional guidance for distance education will be available in late FY 2007-2008 or at the beginning of FY 2008-2009.